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ABSTRACT

Vocabulary used in the Language Improvement to Facilitate Education (LIFE) program is compared with the vocabulary used in A Functional Basic Word Listing for Special Pupils (FBWLSP). The vocabulary of the LIFE program is said to have been chosen on the basis of several language curriculum guides from schools for the deaf, the E. Thorndike and I. Lorge word list, the Dolch Basic Sight Vocabulary, and many consultants. The FBWLSP is said to consist of 2,483 words divided into elementary, intermediate, and advanced levels of difficulty. The combined total match of the Project LIFE vocabulary words with the special listing of vocabulary for special students on the three levels of LIFE materials was reported to be 90%. Words included in the Project LIFE materials which do not appear in the basic word list are thought to be those referring to important components of the child's everyday activities at home and at school. The differences between the two lists are said to reflect the fact that the LIFE materials are designed to teach functional language, while the basic word list is more directed toward the child's reading of already developed materials. Appendixes include listings of references for language planning, language grids from Project LIFE, and an alphabetical listing of Project LIFE vocabulary. (GW)

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A Comparison of the Project LIFE Vocabulary

With

A Functional Basic Word List for Special Pupils

Project LIFE Report 73 - 1

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Preface

The systematic analysis of the vocabulary used by Project LIFE in the language programs has been a concern for several years. The vocabulary development incorporated into the Project LIFE system is based on the language curriculum guides developed by Project LIFE in 1964 and 1965, as well as school curricula from several different schools for the deaf. In addition to the above mentioned references, Project LIFE has utilized numerous consultants, textbooks, workbooks and other resource material. A listing of these references and resources is found in the appendix of this report.

The purpose of this report is to compare the LIFE vocabulary to an existing vocabulary listing for special students. This listing, A Functional Basic Word Listing for Special Pupils, was prepared by Al Tudyman and Marvin C. Groelle and published by Stanwix House, Inc., of Pittsburgh, Pennsylvania. This reference was not utilized in the original outlining and planning of the Project LIFE materials.

The reference word list was recommended to Project LIFE by the Computer Based Project in Syracuse, New York, a project funded by Media Services and Captioned Films. The Computer Based Project is evaluating the instructional media available in the Captioned Films libraries throughout the country. The comparisons between the Project LIFE vocabulary listings and the basic word listing for special students was completed by the Computer Based Project for Project LIFE.

Development of the Project LIFE Vocabulary

In 1964, the first of two summer workshops to prepare curriculum materials for Project LIFE was held. The group of writers, six professionals in the area of Education of the Deaf, prepared the Language Curriculum Materials First Level. In 1965, another group prepared the Language Curriculum Materials Second Level.

During the years 1964 through 1968, these guides were the primary source of vocabulary for the LIFE materials. In addition to serving Project LIFE, copies were distributed to schools for the deaf by Captioned Films for the Deaf.

In 1968, Project LIFE hired their first full-time Coordinator of Language, Mrs. Hilda Williams. Her immediate concern was that the materials being developed were not consistent with the objectives set forth for Project LIFE (Lane, 1972). The materials were not consistent with levels of difficulty, nor with the needs and interests of children. Thus, a decision was made by the Project LIFE administrators to begin again with more basic vocabulary and language structures. In addition, it was decided that the materials should be developed in such a manner as to move rapidly into complete linguistic structures (phrases and sentences) so that LIFE would indeed be a language project and not a vocabulary development project.

The sequential development of materials began with nouns, then verbs, the combination of the nouns and verbs into the noun-verb sentence structure, descriptive adjectives and the descriptive adjective - noun - verb sentence structure, and so forth.

In addition to the language curriculum materials, the Coordinator of Language referenced the language curriculum guides from several schools of the deaf, the Thorndike and Lorge word list (1944), the Dolch Basic Sight Vocabulary (1956) and many consultants. (For a listing of language and vocabulary references, see Appendix A).

There were many constraints relating to certain abstract concepts which were evident from the beginning. Other limitations were imposed because of the nature of the vocabulary and the level of linguistic structures available to teach certain vocabulary. The words (mother) and (father) are pictured as relations to characters in the programs since the words (woman) and (man) were general concepts and applied to the female and male adults so pictured. Prepositions were introduced after the necessary sentence structures and vocabulary were developed onto which to attach the adverbial phrase.

The sentence pattern development can be seen by studying the LIFE Language Grid as found in Appendix B. The Language Grid was originally prepared by David A. Spidal in 1971 as a means of referencing other program material being developed through the Programming Interlock of the Southwest Regional Media Center for the Deaf in Las Cruces, New Mexico.

As of August 31, 1972, Project LIFE has developed and released for use three (3) levels of language materials. Each level is comprised of eight (8) instructional units with an average of eight (8) filmstrips per unit. Level I is made up of language Units 1 through 8, Level II is comprised of Units 9 through 16, and Level III is made up of Units 17 through 24. Additional materials are being developed at a higher level during the 1972-73 contract year.

The Basic Word List for Special Pupils

Al Tudyman and Marvin Groelle have prepared a listing of 2,483 words as a basic functional vocabulary for students with special needs. The listing, A Functional Basic Word List for Special Pupils (1963), is divided into three levels. The three basic lists are presented as List No. 1 (elementary); List No. 2 (intermediate); and List No. 3 (advanced). List No. 1 includes 1,226 graded words intended to meet the reading needs of children with chronological ages of 8-0 to 12-6 years and mental ages of 5-7 to 9-3 years. List No. 1 is divided into five sub-lists with List A for pre-primer; List B for primer; List C for first graders; List D for second graders; and List E for third graders.

List 2 of the functional basic word list includes 641 ungraded words. This vocabulary listing is intended for children with chronological ages of 12-7 to 15-6 years and mantal ages of 9-0 to 10-3 years.

List No. 3 contains 616 ungraded words to meet the reading needs of children with chronological ages of 15-7 to 18-0 years and mental ages of 10-0 to 12-0 years.

The criteria for selection of the basic word list were: (1) the most frequently recurring words in several elementary basic reading series and in several of the standard word lists, such as the Gates (1926), Rinsland (1953) and Thorndike - Lorge (1944); and/or (2) the selected words were of special significance to mentally retarded or slow learning children, such as understanding signs and simple directions for self-protection, local geographical orientation, simple concepts of numbers time and the monetary system.

The word listings make no reference to the parts of speech of each word nor the meaning intended by any of the words. Thus, in analyzing the words and the usage by special students, one must be careful not to consider a word completely taught because the child is aware of one meaning. A good example is the word "fall" which has the meaning of autumn or the act of being put to the ground (verb).

The complete word listing has been programmed into a computer at the Computer Based Project in Syracuse, New York. The vocabulary listing of reading material can then be presented to the computer and the computer will give a printout of the compatibility of the reading materials to the word listings along with frequency of occurrence and the level of the vocabulary.

Procedure

The listing of the vocabulary of the Project LIFE language materials was prepared in alphabetical order by levels. Level I represented the vocabulary for Units 1 through 8, Level II represented the vocabulary for Units 9 through 16 and Level III represented the vocabulary for Units 17 through 24. This listing was sent to the Computer Based Project in Syracuse, New York. The computer was programmed to compare each word entry with the vocabulary for special children. The computer printout listed the word, the frequency use of that word in the media, and the classification of the word if it appears on the basic vocabulary listing for special students. For words which did not appear on the special vocabulary listing no cross-classification was made.

The computer printout was sent to Project LIFE in Washington, D. C. A cross-check was made of all LIFE words listed which did not correspond to the special vocabulary listing. Many of the LIFE words were found which did correspond to that list when the words were modified. The modifications were made in terms of number for nouns and verb tenses for verbs. Example of the discrepancies between the LIFE vocabulary and the basic vocabulary listing for special children are: LIFE used "bringing," the special list used "bring," LIFE used "dishes," the special listing used"dish."

Results

The combined total match of the Project LIFE vocabulary words with the special listing of vocabulary for special students on the three levels (24 units) of LIFE materials was 90%.

In Level I of the Project LIFE materials (Units 1 through 8), 96 new words were introduced. These words were introduced in terms of singular and plural number of the nouns and in the present and past tenses of the verbs. The number count is referenced only to the root word and not the modification of the words as a result of number or tense. Of the ten words which were not matched with the special vocabularly list four were proper nouns, five were words relating to rooms or items in the house, and one was a color word, blond.

(Insert Table 1)

TABLE 1

Comparison of Project LIFE Vocabulary by Levels With Listing for Special Students

	LIFE Units 1-8	LIFE Units 9-16	LIFE Units 17-24
Total New Words	96	167	135
Percentage Total Match with Stanwix List	89.6%	89.2%	91.1%
Percentage Match by Levels			
1-A	32.6%	14.9%	5.2%
1-B	29.1%	18.6%	17.8%
1-C	22.1%	21.6%	30.4%
1-D	11.6%	14.9%	17.0%
1-E	1.2%	9.0%	13.3%
2	2.3%	9.0%	6.7%
3	0.0%	1.2%	0.7%
Not Matched	10.4%	10.8%	8.9%

Eighty-nine point two percent of the Project LIFE Level II (Units 9 through 16) were matched with the listing for special students. Eighteen words did not match. Five of the eighteen words were related to foods, four words were "double-verbs" such as have on, five of the words related to the schoolroom and to playground equipment, and two words were adjectives describing people and things - dirty and thirsty.

Twelve (12) of the 135 words of Level III of the Project LIFE materials did not match the basic listing for special students. Four of the words which did not match were "double-verbs", three of the words related to weather conditions,

three of the words related to concepts within the home, and two words were associated with weather or weather conditions.

A shift from simple to more complex vocabulary listing was evidenced from Level I through Level II through Level III of the LIFE vocabulary. In Level I of the LIFE materials, 32.6% of the words appeared in the 1 - A Level of the listing for special students, while 14.9% and 5.2% of the LIFE vocabulary words for Levels II and III of the LIFE materials appeared in the same level.

In the first three levels (24 instructional units) Project LIFE introduced 398 root words. Of this number only 40 did not appear on the listing for special students.

Discussion

There appears to be a very close relationship between the vocabulary as used and listed by Project LIFE and that presented in A Functional Basic Word List for Special Pupils. This should not be surprising since many of the words were chosen from the same sources, i.e., the Dolch list and the Thorndike, Lorge list. However, it is interesting to note that these word lists were drawn up from reading lists and not according to everyday language of children. The words which Project LIFE has included which do not appear in the basic word list are those which are felt to be important components of the child's everyday activities at home and at school. This differentiation must be made clear since the LIFE materials are designed to teach functional language to the child, whereas the basic word list is more directed toward the child's reading of material already developed.

Despite the differences noted above, the high relationship (90%) indicates a very high compatibility of the LIFE materials with the word list prepared for special pupils. However, it must be noted and remembered that the functional basic word list contains 2,483 words in isolated form. Project LIFE materials are more directed to developing and understanding of the linguistic components through the careful sequencing of materials and repetition of the same materials.

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Mt. Airy School for the Deaf - Pennsylvania

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APPENDIX B

PROJECT LIFE LANGUAGE GRID

The Project LIFE Language Grid visually portrays the sequential development of language principles and sentence patterns in the LIFE filmstrips. As is shown by the grid, the sentence patterns are expanded as new language principles are introduced. Language principles as used here, means the form class words and their variations, and structure words and their variations. As illustrated by the grid the learner begins at a very simple language level and builds competencies in a systematic and sequential progression. The language principles, vocabulary, and sentence structures programmed in the Project LIFE language filmstrips can form the basis for thousands of sentences and vocabulary expansions within the structures.

The grid was developed to be used in conjunction with the listings of behavioral objectives and vocabulary on the language filmstrips. The blocks on the grid represent the sequential development of the language principles and sentence patterns which are presented to the child. The developmental sequence of sentence patterns is listed across the top of the grid. The principles - form class words and structure words - are listed in the order of their introduction in the LIFE materials along the left margin of the grid with the identification of the unit and section in which they are first introduced.

As new principles are introduced in the language filmstrips, additional sentence patterns are likewise introduced. Some principles are introduced within existing sentence structures and others are introduced in conjunction with new sentence patterns. For example, the point at which <u>prepositions</u> (filmstrip Unit 8, Section A) are introduced, the sentence pattern (n-d) <u>N LV Adv</u> is also introduced. The language principles above that point on the grid and the sentence patterns from the left have already been introduced and are considered as entry behavior for the learning of prepositions and the new sentence pattern.

Page 131 lists the sentence patterns that have been developed and tested for the first twenty-four units of the Project LIFE language materials. Additional sentence patterns, word classes, form classes, and vocabulary are being added to the listing as they are planned, designed, developed and tested.

Sentence Patterns with Examples

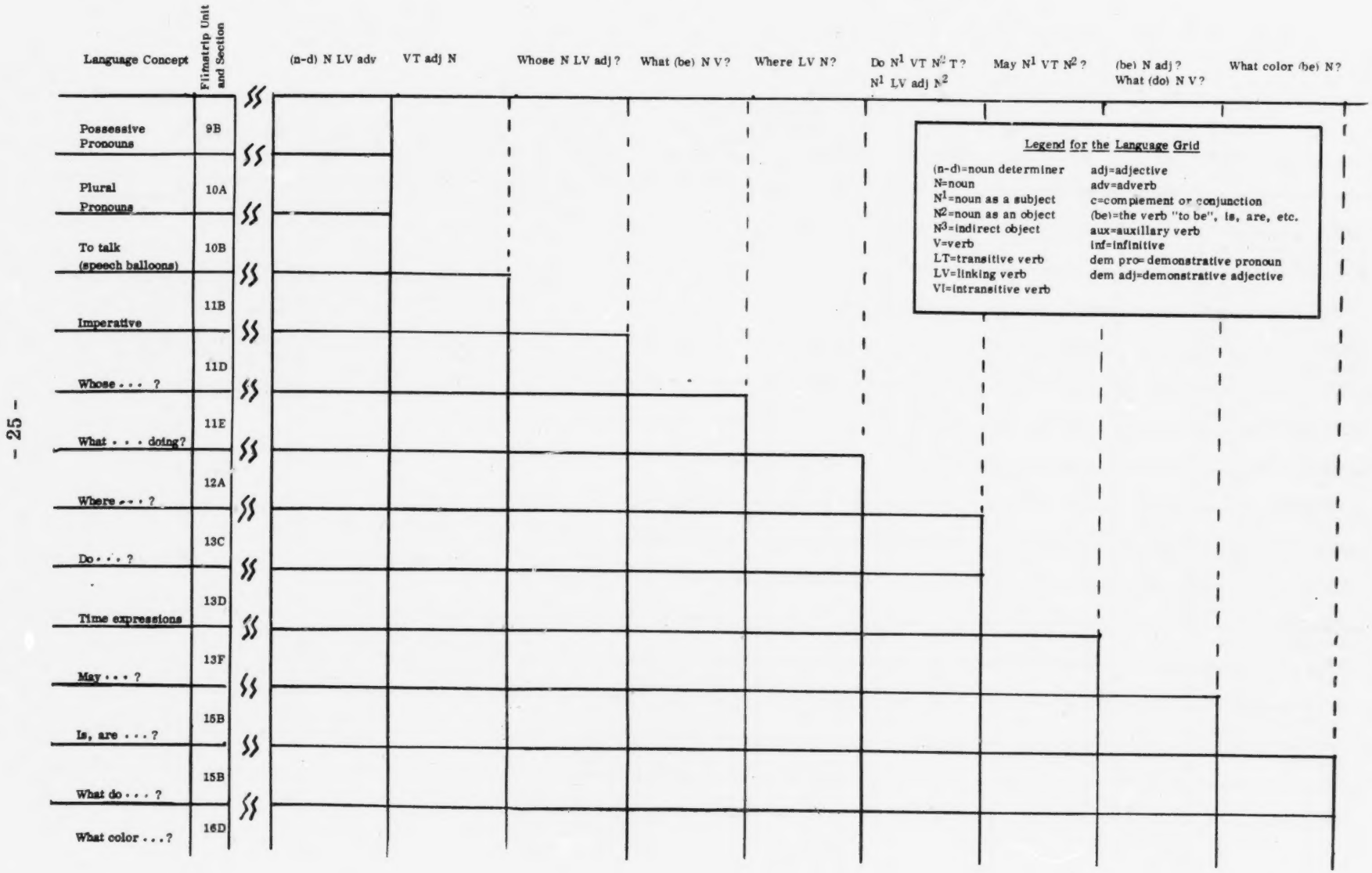
(n-d) N VI	The boy is running.
(n-d) adj N VI	The big bird is flying.
(n-d) adj N c (n-d) adj N VI	The big dog and the little dog are sitting.
(n-d) N^1 VT (n-d) N^2	The boy ate the cookie.
Who VT (n-d) N?	Who ate the cookie?
(n-d) adj N LV adj	The pink dress is pretty.
Who VT adj N^2 c adj N^2?	Who has brown hair and blue eyes?
(n-d) N LV adv	The ball is on the table.
VT adj N	Wash your hands.
Whose N LV adj	Whose hair is red?
What (be) N V?	What is mother cooking?
Where LV N?	Where is Mary?
Do N^1 VT N^2?	Do boys like football?
N^1 LV adj N^2	It is lunch time.
May N^1 VT N^2?	May I have the ball?
(be) N adj?	Is it red?
What (do) N V?	What does he have?
What color (be) N?	What color is the ball?
What will N V?	What will she wear?
N said, " . . . ?"	Bill said, "I want the red ball."
N^1 VT N^3 (n-d) N^2	Bill gave Mary the ball.
How many N aux V?	How many birds are flying?
N VT inf adv	He wants to go to the movie.
Aux N V?	Were you playing?
When aux N V (n-d) N?	When will you eat the sandwich?
Will N V adv?	Will Bill go to the movie?
(dem pro) LV adj	Those are little.
(dem adj) N LV adj	These flowers are big.

LANGUAGE GRID
(Units 1-8)

Language Concept	Filmstrip Unit and Section	Word only	Phrases	(n-d) N VI	(n-d) adj N VI	(n-d) adj N c (n-d) adj N VI	(n-d) N^1 VT (n-d) N^2	Who? What Who VT (n-d) N?	(n-d) adj N LV adj	Who VT adj N^2 c adj N^2?	(n-d) N LV adv
Nouns	1A										
Verb-pres. prog. Noun-subjective	1B										
Plural noun	1E										
Descriptive Adjective	2D										
Conjunction "and"	2F										
Noun-objective	3B										
Verb-past tense	3D										
"to have" as possession	4A										
Cardinal Numbers	4B										
Colors	4D										
Double verb	5A										
Interrogative pronoun	5C										
Predicate adjective	6C										
Personal pronoun (subjective)	6F										
Possessive nouns	7C										
Prepositions	8A										

Legend for the Language Grid

(n-d)=noun determiner	adj=adjective
N=noun	adv=adverb
N^1=noun as a subject	c=complement or conjunction
N^2=noun as an object	(be)=the verb "to be", is, are, etc.
N^3=indirect object	aux=auxillary verb
V=verb	inf=infinitive
VT=transitive verb	dem pro=demonstrative pronoun
LV=linking verb	dem adj=demonstrative adjective
VI=intransitive verb	


Language Concept
Filmstrip Unit and Section
(n-d) N LV adv
VT adj N
Whose N LV adj?
What (be) N V?
Where LV N?
Do N1 VT N2 T?
N1 LV adj N2
May N1 VT N2?
(be) N adj?
What (do) N V?
What color (be) N?
Possessive Pronouns
9B
Plural Pronouns
10A
To talk (speech balloons)
10B
Imperative
11B
Whose . . . ?
11D
What . . . doing?
11E
Where . . . ?
12A
Do . . . ?
13C
Time expressions
13D
May . . . ?
13F
Is, are . . . ?
15B
What do . . . ?
15B
What color . . . ?
16D
Legend for the Language Grid
(n-d)=noun determiner
N=noun
N1=noun as a subject
N2=noun as an object
N3=indirect object
V=verb
LT=transitive verb
LV=linking verb
VI=intransitive verb
adj=adjective
adv=adverb
c=complement or conjunction
(be)=the verb "to be", is, are, etc.
aux=auxillary verb
inf=infinitive
dem pro=demonstrative pronoun
dem adj=demonstrative adjective

Language Grid (continued)
(Units 17-24)

	Filmstrip Unit and Section	What will N V?	N said, "...."	N^1 VT N^3 (n-d) N^2	How many N aux V?	N VT inf adv	Aux N V?	When aux N V (n-d) N?	Will N V adv?	(dem pro) LV adj (dem adj) N LV adj
Interrogative-- "what + will"	17D									
Direct discourse	17E									
Indirect object	19C									
Interrogative "did"	19F									
Interrogative "how many"	20C									
Infinitive	21B									
Interrogative "was/were"	21F									
Interrogative "can"	22B									
Interrogative "when"	23A									
Interrogative "will"	23B									
Past progressive	24D									
Demonstrative pronoun and adjective	24F									

Legend for the Language Grid

(n-d)=noun determiner
N=noun
N^1=noun as a subject
N^2=noun as an object
N^3=indirect object
V=verb
VT=transitive verb
LV=linking verb
VI=intransitive verb
adj=adjective
adv=adverb
c=complement or conjunction
(be)=the verb "to be", is, are, etc.
aux=auxiliary verb
inf=infinitive
dem pro=demonstrative pronoun
dem adj=demonstrative adjective

APPENDIX C

Alphabetical Listing of Project LIFE Vocabulary for Level I (Units 1-8) with Cross Reference to the Functional Basic Word List for Special Students

Word	LIFE Unit/Section	Basic Word List for Special Pupils
a	2A	1-A
airplane	4C	1-C
Ann	6A	*
and	2F	1-A
apple	3B	1-B
are	6C	1-A
ate	3D	1-B
baby	1A	1-A
ball	4B	1-B
balloon	4C	1-D
basket	8B	1-C
bathroom	8C	*
bathtub	8D	*
bed	8A	1-C
bedroom	8C	1-D
big	2D	1-A
bird	2C	1-B
black	4E	1-B
blond	6B	*
blue	4D	1-B
boat	6D	1-C
Bob	6A	*
book	6D	1-C
boy	1A	1-A
box	8B	1-B
brown	6B	1-B
cap	7B	1-D
car	4B	1-A
cat	2A	1-B
chair	8A	1-B
coat	7A	1-C
cookie	3B	1-D

Alphabetical Listing for Level I
(Units 1-8) continued

dining room	8C	*
dog	2A	1-A
doll	4C	1-B
drank	3D	1-D
dress	7B	1-C
drinking	3A	1-C
ears	6B	1-C
eating	3A	1-A
eyes	6B	1-C
flower	4A	1-C
flying	2C	1-C
girl	1A	1-A
green	4D	1-B
hair	6B	1-C
has	4A	1-A
have	4A	1-A
he	6E	1-A
house	8C	1-A
in	8B	1-A
is	6C	1-A
it	6E	1-A
Joe	6A	1-A
jumping	8A	1-A
kitchen	8C	1-D
kite	6D	1-D
lamp	8D	1-D
little	2D	1-A
living room	8C	*
man	1A	1-B
Mary	6A	*
meat	3B	1-D
milk	3C	1-B
mouth	6B	1-C

Alphabetical Listing for Level I
(Units 1-8) continued

nose	6B	1-C
on	8A	1-A
one	4B	1-A
pants	7A	2
playing (with)	5A	1-A
red	4D	1-B
room	8C	1-C
running	1B	1-A
she	6E	1-A
shirt	7A	1-E
shoe	7B	1-C
sink	8D	2
sitting	1C	1-B
sleeping	1B	1-A
sofa	8D	*
some	2B	1-B
stone	8D	1-D
table	8A	1-C
the	1B	1-A
three	4B	1-B
tree	8B	1-B
two	4B	1-B
under	8A	1-B
wagon	4C	1-A
walking	1C	1-B
water	3C	1-B
what	5C	1-A
white	4E	1-B
who	5C	1-B
woman	1A	1-C
yellow	4D	1-B

Summary of LIFE - Listing for Special Students

Total words in LIFE Units 1-8 of LIFE language	96
Total words matching the listing for special students	86
Percentage Match	89.6%

Match listing according to levels of difficulty of the listing for special students

1-A	28	32.6%
1-B	25	29.1%
1-C	10	22.1%
1-D	10	11.6%
1-E	1	1.2%
2	2	2.3%
3	0	0.0
not listed	10	10.4%

Words not matched

Ann
bathroom
bathtub
blond
Bob
dining room
Joe
living room
Mary
sofa

Alphabetical Listing of Project LIFE Vocabulary for Level II
(Units 9-16) with Cross Reference to the Functional
Basic Word List for Special Students

Word	LIFE Unit/Section	Basic Word List for Special Pupils
am	10C	1-A
arm	9E	1-C
bananas	13E	*
bath	15D	1-D
bathrobe	16E	*
bike	9A	1-A
blanket	15C	1-D
blouse	16A	3
boots	16B	2
bowl	14A	2
bread	13F	1-B
break	14C	1-E
breakfast	13D	1-D
brother	11C	1-D
bus	9A	1-D
butter	13F	1-D
cabinet	14B	3
cake	13A	1-B
candy	13E	1-C
carrots	13D	1-D
cereal	13D	1-E
church	12B	1-E
clean	11A	1-D
climb	12F	1-C
color	16D	1-C
come	12E	1-A
cook	14B	1-D
corn	13F	1-C
cried	9F	1-C
crying	9F	1-D
cup	14A	1-C

Alphabetical Listing for Level II
(Units 9-16) continued

desk	9B	1-E
dinner	13E	1-B
dirty	11A	*
dishes	14A	1-C
down	12F	1-A
dresser	15C	*
dried	11B	1-C
dry	11B	1-C
eggs	13D	1-B
face	11A	1-C
fall	9D	1-B
father	11C	1-A
feet	9E	1-C
fell	9D	1-C
foot	9E	1-D
fork	14A	2
full	13F	1-C
glass	14A	1-C
gloves	16C	1-C
going	12C	1-A
had	10B	1-B
hamburger	13B	*
hand	9E	1-C
hang-up	16E	1-B
happy	10D	1-B
have on	16A	*
head	9E	1-B
help	14D	1-A
her	9B	1-B
his	9B	1-B
hit	9C	1-D
home	9F	1-B
hotdog	13B	*
hungry	13B	1-C
hurt	9E	1-C
I	10C	1-A
ice cream	13E	1-D
its	10A	1-C

Alphabetical Listing for Level II
(Units 9-16) continued

juice	13B	2
jump	12D	1-A
jumprope	12D	*
jungle gym	12E	*
knee	9E	2
ladder	12F	1-E
leg	9E	1-C
light	12C	1-D
likes	13E	1-A
lunch	13D	1-D
make	15C	1-B
may	13F	1-A
me	14D	1-A
mother	11C	1-A
my	11A	1-A
napkin	14D	*
new	16F	1-B
no	13C	1-B
not	13A	1-A
old	16F	1-B
orange	16D	1-C
oranges	13E	*
our	11C	1-B
pajamas	16E	2
pan	14A	1-D
paper	9B	1-C
pencil	9B	1-E
pie	13A	1-B
pillow	15C	2
pink	16D	1-E
plate	14A	1-D
playground	9C	1-E
playing	12D	1-A
please	13C	1-B
policeman	12C	1-C
potatoes	13D	1-D
pretty	16D	1-B
purple	16D	2
pushing	9D	1-D
putting	14B	1-B
put on	16B	*

Alphabetical Listing for Level II
(Units 9-16) continued

ran	9C	1-A
read	9F	1-B
refrigerator	14B	3
ride	9A	1-A
sad	10D	1-D
sandbox	12D	*
saucer	14A	2
scarf	16C	2
school	9A	1-B
schoolroom	9B	*
seesaw	12E	*
sheet	15C	2
shower	15D	1-E
sink	15D	2
sister	11C	1-C
slide	12F	1-D
slippers	16E	*
some	13A	1-B
soap	15D	1-E
socks	16B	1-C
soup	13D	1-E
spoon	14A	2
stop	12C	1-B
store	12B	1-B
street	12C	1-C
sweater	16C	1-C
swing	12D	1-D
take-off	16C	*
talking	10B	1-C
teacher	9B	1-C
thank you	13C	1-B
their	10A	1-C
them	14A	1-B
they	10A	1-A
thirsty	13B	*
tie	16A	1-D
time	13D	1-D
to	9A	1-A
toilet	15D	2
took	15D	1-B
towel	15D	2
T.V.	15A	1-A

Alphabetical Listing for Level II
(Units 9-16) continued

up	12F	1-A
us	14D	1-B
waiting	12C	1-C
wanting	13A	1-A
washing	11B	1-C
watching	15A	1-C
we	10D	1-A
wearing	16A	1-C
where	12A	1-B
whose	11D	1-E
will	15A	1-B
write	9F	1-D
yes	13C	1-B
you	10C	1-A
your	11A	1-B

Summary of LIFE - Listing for Special Students

Total new words in Units 9-16 of LIFE language 167

Total words matching the listing for special students 149

Percentage Match 89.2

Match listing according to levels of difficulty of the listing for special students

1-A	25	14.9%
1-B	31	18.6%
1-C	36	21.6%
1-D	25	14.9%
1-E	15	9.0%
2	15	9.0%
3	2	1.2%
not listed	18	10.8%

Words not matched

bananas	hamburger	jumprope	put on
bathrobe	hang up	jungle gym	sandbox
dirty	have on	napkin	schoolroom
dresser	hotdog	oranges	seesaw
			take off
			thirsty

Alphabetical Listing of Project LIFE Vocabulary for Level III (Units 17-24) with Cross Reference to the Functional Basic Word List for Special Students

Word	LIFE Unit/Section	Basic Word List for Special Pupils
afternoon	23A	1-D
board	18A	1-D
bought	21A	1-D
bringing	21D	1-C
broom	22F	*
brought	21D	1-D
brushing	20E	1-D
buying	21A	1-C
can	22B	1-A
cannot	22B	1-B
catching	22B	1-C
caught	22B	1-D
chalk	18B	*
chasing	24A	2
closing	22D	1-D
clouds	17A	1-E
cloudy	17A	*
cold	17A	1-C
coloring	18C	1-C
comb	20D	1-D
combing	20D	1-D
cool	23F	1-D
crayon	18C	*
cutting	18D	1-C
daytime	23A	*
did	19D	1-A
dime	21A	1-E
do	17D	1-B
door	22C	1-B
drawing	18B	1-C
drying	17C	1-C

Alphabetical Listing for Level III
(Units 17-24) continued

fall (autumn)	23F	1-E
feeding	21C	1-D
finger	20C	1-E
fishing	23E	1-C
flag	18A	1-D
floor	22D	1-C
forgot	19B	1-D
found	20B	1-B
frost	23F	1-E
funny	23F	1-B
gave	19C	1-B
getting	19D	1-B
giving	19D	1-B
going to	24E	*
grass	23D	1-C
ground	23D	1-C
growing	23D	1-C
hot	17A	1-C
how	20C	1-B
inside	22F	1-C
kicking	23F	1-E
knocking	22C	1-E
know	19B	1-B
lake	23E	1-E
leaves	23D	1-C
letter	19D	1-C
lightning	23E	*
live	21C	1-B
long	21C	1-C
looking	20A	1-A
look at	20F	*
lost	20B	1-C
making	17B	1-B
melting	23B	2
men	22F	1-C
mirror	20D	3
money	21A	1-E
mop	22F	2
morning	23A	1-D
movie	21B	1-E

Alphabetical Listing for Level III
(Units 17-24) continued

name	18A	1-B
nickel	21A	1-C
night	23A	1-B
nighttime	23A	*
need	17D	1-C
opening	22C	1-B
out	21E	1-B
outside	22A	1-D
painting	22E	1-C
penny	21A	1-C
picture	18B	1-B
pole	23E	1-E
pool	23E	1-E
pulling	23C	1-C
quarter	21A	1-E
rain	17C	1-C
raining	17C	1-C
reach	22D	1-D
ready	20D	1-B
rug	22F	1-D
saw	20F	1-A
scissors	18D	2
seeing	20A	1-A
seeds	23D	1-C
short	21C	1-D
skating	23C	1-D
skates	23C	1-D
snow	17A	1-C
snowing	17A	1-C
snowman	17B	*
spring	23D	1-C
summer	23E	1-C
sun	17A	1-B
sunny	17A	1-D
sweeping	22F	2
swimming	23E	1-C

Alphabetical Listing for Level III
(Units 17-24) continued

tall	22D	1-C
this	24F	1-A
that	24F	1-B
these	24F	1-C
those	24F	1-D
threw	22A	1-E
throwing	22A	1-E
ticket	21B	1-E
tired	22F	1-C
today	23B	1-C
toe	20C	1-E
tomorrow	23B	1-C
tongue	20C	2
toothbrush	20E	*
toothpaste	20E	*
teeth	20E	1-C
tooth	20E	2
turning off	19A	*
turning on	19A	*
vacation	23E	2
wall	22D	1-D
warm	23D	1-C
was	21F	1-B
were	21F	1-A
wet	17C	1-C
when	23A	1-B
window	22D	1-B
windy	17C	1-E
winter	23C	1-C
working	22F	1-B
write	18A	1-D
wrote	18A	1-E
women	22D	2
yesterday	23B	1-C

Summary of LIFE - Listing for Special Students

Total new words in Units 17-24 of LIFE language	135
Total words matching the listing for special students	123
Percentage Match	91.1%

Match listing according to levels of difficulty of the listing for special students

1-A	7	5.2%
1-B	24	17.8%
1-C	41	30.4%
1-D	23	17.0%
1-E	18	13.3%
2	9	6.7%
3	1	0.7%
not listed	12	8.9%

Words not matched

broom	nighttime
cloudy	snowman
crayon	toothbrush
daytime	toothpaste
going to	turning off
looking at	turning on